

COURSE SPECIFICATION DOCUMENT

Academic School:	School of Liberal Arts
Programme:	Various
FHEQ Level:	3
Course Title:	Social Change in Practice
Course Code:	GEP 4105

Student Engagement Hours:	120
Service Learning activity	15
In-class Service-learning research and preparation	30
In-class demonstration and practice:	10
Seminar / Tutorials:	20
Independent / Guided Learning:	45

Semester: Fall/Spring

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

This course takes an interdisciplinary approach to analyse local social and environmental needs. Students will discuss key texts related to service learning and apply a range of planning and research techniques to deliver a community-based project related to a chosen social or environmental issue. Students will use local resources when available including registered not-for-profit and community-based organizations and reflect critically on their ability to create a positive contribution to society. Students will engage in community-based service learning, with guided academic tasks and reflection.

Prerequisites: GEP 3105

Aims and Objectives:

The aim of this course is to equip students with the practical and theoretical knowledge to engage with local social and environmental issues and insofar as possible to create positive change in their communities. Students will gain an array of transferrable academic and employability skills through a critical service- learning approach, including:

- enhanced oral presentation skills, employing a range of digital software and applications
- self-organisational skills through preparation for and completion of a community-based project
- social perceptiveness, effective listening and discussion skills through seminar-style exploratory talk and class discussion
- teamwork, awareness of difference and ethical issues, leadership and communication skills through involvement in a community-based project
- critical thinking and reflective practice, through guided classroom activities and tasks related to service learning

Programme Outcomes:

A1, B1, B2, C1, C3, C4

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- understand and implement the enhanced skills required to make an effective evidence-based oral presentation
- apply knowledge of the use of a range of software and applications to carry out specific tasks, including online video presentation skills
- show understanding of the effects of active citizenship both on themselves and others in the community
- demonstrate the ability and commitment to work actively within community contexts and structures
- apply ethical perspectives to a chosen social issue
- select a range of relevant primary and secondary sources to extend their knowledge and understanding of a chosen social issue
- use a range of evidence to formulate appropriate and justified analysis related to a chosen social issue

Indicative Content:

Critical service learning

- Current social issues and related ethical debate using key texts
- Emotional intelligence using Goleman and/or other
- Development of transferable employability skills: teamwork, leadership and communication skills
- CV creation and interview skills

Academic skills across the curriculum:

- Enhanced oral presentation skills
- Group exploratory talk and seminar-style discussion skills
- Project research and writing
- Development of reflective practice through PDP

Digital fluency:

- Information literacy skills
- Video/photography skills for project work
- Enhanced graphic presentation skills

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and are located at <https://www.richmond.ac.uk/university-policies>.

Teaching Methodology:

Community-based activities will take the place of some specified time in the classroom, but regular one-to-one or small group meetings to provide support and discuss progress will also take place, leading to individual self-reflection. Students will be encouraged to share experiences and provide peer feedback on classroom tasks and activities. Peer mentors and senior students will also share their related experiences, and student affairs personnel will provide support and advice. Digital fluency skills will be taught and practised in the computer lab and on laptops or personal devices in the classroom, with experimentation outside the classroom.

Indicative texts and videos:

Bell, Douglas. Passport to academic presentations. Garnet Education 2014.
Williams, Kate, Mary Woolliams and Jane Spiro. Reflective Writing. Palgrave Macmillan 2012.

Goleman, D. (2004) 'What Makes a Leader?', Harvard Business Review, 82(1), pp. 82–91. Available at: <http://search.ebscohost.com/raiu1.koha-ptfs.co.uk/login.aspx?direct=true&db=buh&AN=11800993&site=ehost-live> (Accessed: 24 January 2020).

Jain, M. (2020). *Reimagining Education*. [video] Available at: https://www.youtube.com/watch?v=t_IKCUg1gpl [Accessed 10 Jan. 2020].

Marsh, J. and Suttie, J. (2014). *Is a Happy Life Different from a Meaningful One?*. [online] Greater Good Science Center at UC Berkeley. Available at: https://greatergood.berkeley.edu/article/item/happy_life_different_from_meaningful_life [Accessed 10 Jan. 2020].

Niblett, R. (2019). To Improve Global Governance, Empower Society. In: Jake Statham, ed., *Ideas for Modernizing the Rules-Based International Order*. London: The Royal Institute of International Affairs, pp.6-8.

Singh, J. (2018). *Unthinking Mastery – cultivating discomfort* London: Duke University Press, p.151.

TV2 Denmark (2017). *All that we share*. [video] Available at: <https://www.youtube.com/watch?v=jD8tjhVO1Tc> [Accessed 10 Jan. 2020].

Watson, P. (2012). Tora! Tora! Tora!. In: D. Schmitz and E. Willcott, ed., *Environmental Ethics*, 2nd ed. New York: Oxford University Press, pp.639-643.

Indicative Web Sites:

<https://www.jisc.ac.uk/building-digital-capability>

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Major	This is a new 4000 level course proposal, being derived from GEP 3101 Transitions II. It is different from the previous version for 1) expectation of <u>critical</u> service learning, with introduction of key texts and theory and 2) it does not have a pre-requisite.		

